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ABSTRACT

The discussion guide is a compilation of questions and background information, directed to educational planners and related to three major areas of concern: Education for Citizenship, Education to Make a Life, and Education to Make a Living. Education for Citizenship presents a list of general questions of a philosophical nature, followed by questions related to the setting of goals, curriculum content, quality of education, and accountability in citizenship education and preparation. An overview of problems of daily living, major questions concerning daily living experiences, a conceptual framework for enhancing the quality of life, and discussions of issues related to the response of the education system to education for daily living experiences and basic assumptions are presented under the heading of Education to Make a Life. Education to Make a Living, the lengthiest portion of the guide, presents general questions pertaining to career preparation and questions on the topics of social needs, student needs, institutional and system response, a system organization to meet career needs, financing education for careers, accountability for effective career development, and program development in education for careers. (NH)

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DISCUSSION GUIDE

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TO MAKE A LIFE, TO MAKE A LIVING

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DISCUSSION GUIDE

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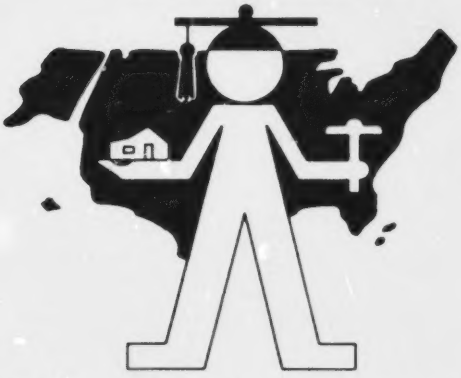

for Citizenship

EDUCATION FOR CITIZENSHIP

A. General Questions:

1. Does history show that the historic American faith that an electorate can be sufficiently well-educated to make intelligent decisions is a myth or an attainable ideal?

2. Are human beings by nature too susceptible to party symbols, emotional appeals and propaganda strategies to be educated in rationality and judgmental skills?

3. Do schools sufficiently emphasize education programs for responsible citizenship? Is education an individual benefit or a social necessity? Can the prevailing objective of providing experiences that promote the optimum development of an individual in terms of his interest and potential at the same time meet citizenship demands?

4. Is it romantic idealism to suppose that textbook knowledge of government and its processes can counteract the realities of partisan campaigning, lobbying and the influence of vested and affluent interests?

5. Is the indoctrination of students in the ideals of the American political system, as set forth in its fundamental documents, a legitimate function of the schools?

6. How can the doctrines of internationalism and world brotherhood be made compatible with responsible citizenship?

B. Setting Goals for Citizenship Education:

1. List specific goals that schools should set for themselves in preparing young people for citizenship responsibilities.

2. Who should set these goals? The profession? Legislators? Lay people? All working together?

3. Are there any differences in goals at the local, state or federal levels?

4. What national interests and priorities are state and local school systems not meeting? Does categorical aid in federal legislation mean that states are not responding to national needs?

C. Curriculum Content in Citizenship Education:

1. What courses and experiences in school are essential in the preparation for citizenship?

2. Does student government contribute to citizenship training? What freedom should be given students in making decisions with respect to school operation?

3. Is knowledge of history, government and political process sufficient? Are skills in functional literacy necessary? Should the realities of political maneuvering be taught?

4. Do schools adequately prepare the 18-year-old to vote?

5. How can controversial issues be handled in the classroom?

D. Quality Education in Citizenship Preparation:

1. Does quality education suggest that there are standards or minimum essentials that most students should meet?

2. What are the measures of quality? Are these measures described in terms of the learner, the content or the extent to which a social need is met?

3. How can the emphasis in schools today on the individualization of instruction be described in terms of education quality?

4. When one says that the quality of education is inferior in ghetto schools, what does that mean in terms of achievement? Should citizenship training differ among minority students? If so, in what aspect?

5. Is the norm on a standardized test a measure of acceptable quality?

E. Accountability in Citizenship Education:

1. In citizenship education, what are the elements for which the schools should be held accountable?

2. How can these elements be measured?

3. Upon the basis of what criteria can it be said that a school or school system is accountable?

4. Are tests on the U.S. or state constitutions desirable means of evaluating citizenship education?

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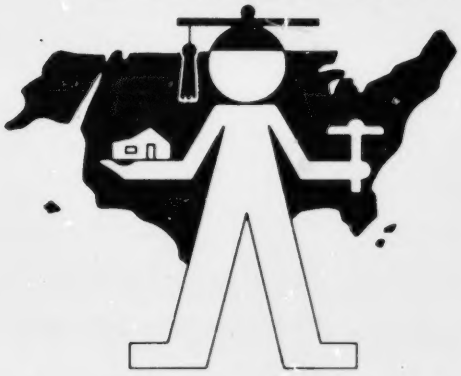

to Make a Life

EDUCATION TO MAKE A LIFE

A. Overview:

Problems of daily living are faced by each of us throughout our lives: consumer concerns, family roles, the use or nonuse of drugs, increased leisure time. What should be the roles of education to facilitate changing values and changing behavioral patterns? How can education and state government assist people in making responsible decisions about daily living experiences? What can be done to help make a life "better"? Responsible decisionmaking will be the core of this theme, and participants will have the opportunity to become involved in shaping strategies for future use by the state education systems to assist their citizens to plan responsibly for the course of their lives. "Education to Make a Life" concerns all decisionmakers and can make a positive difference in our daily living.

B. The Major Questions:

1. What are the major daily living experiences?

   a. Aging
   b. Alcohol and other drugs
   c. Careers -- making a living
   d. Consumer practices
   e. Early childhood
   f. Family arrangements
   g. Health
   h. Human rights
   i. Human sexuality
   j. Life-long learning
   k. Special education
   l. Styles of life
   m. Values

2. What are the major factors that affect daily living experiences?

   a. How does age affect daily living experiences?

   b. How do changing cultural patterns affect daily living experiences?

   c. How does the rate of change affect daily living experiences?

   d. How do mobility, styles of life, leisure time, cost of living, etc., affect daily living experiences?

3. What role should the education system play in the development of human capabilities for coping with daily living experiences?

   a. What are the implications for the current structure of education (governance, finance, program, etc.)?

   b. What are the implications for the retraining of current staffs within the education system?

   c. What cooperative arrangements are needed with other institutions/ organizations for the development of a comprehensive daily living education program (church, family, PTA, etc.)?

C. Conceptual Framework:

In order to enhance the quality of life of those who are taught in our nation's schools and those who guide this process (teachers, administrators and policymakers), effective methods need to be identified that will integrate daily living experiences into the total curriculum. This may require taking a new look at how teachers are trained, how policy for determining what is to be taught is made and how administrators implement that policy. To accomplish this goal, the total education process needs to be harnessed, including mass media, the family, the church, etc.

Fragmenting alcohol education, for example, into a two-hour lecture that is given once a year to a class of students probably has little impact. Isolating other daily living experiences from the curriculum in the schools is equally ineffective. The schools need to become aware of how people cope with the situations they encounter. Methods for disseminating necessary information and for developing skills to assist in making responsible decisions about these situations need to be explored. Current attitudes and behaviors must be assessed to determine how they can enhance or impede what needs to be done. But education is only one element of our social structure, and we cannot expect education to accept these responsibilities alone. Coordination of purpose and approaches should involve all of our institutions. Problems of education can also be problems of health, family living, employment, etc. A comprehensive plan which takes account of the need for broad-based involvement of all segments of society is necessary if we are to focus on the growth and development of our citizens and to minimize the problems they might face during life, including the problem of alcohol abuse.

Making a decision about careers or values is but one of a series of decisions each person must face throughout life. These decisions, referred to as daily living experiences, are related to a variety of areas including nutrition, career choices, family arrangements and roles, and value clarification. The need to assist our nation's people in coping with these

and other daily living encounters in today's complex society is increasingly evident. The notion of seeking to prevent problems must receive a higher national priority. There will always be the casualties to treat; but with limited resources, we need to expand our focus on prevention in order to avoid the crises that require treatment.

The opportunity to maximize individual and societal potential for life-long learning provides a challenge for all of our major institutions. An examination of the major factors that affect daily living decisions should yield information regarding such questions as: How do mobility, life styles, leisure time, cost of living, etc., affect daily living experiences? What are the effects of the age of the individual in society on responsible decisionmaking? What role do changing cultural patterns play? And how does the rate of social change affect how we are able to cope with daily living experiences?

Representative viewpoints of the education system, at its various levels, need to be expressed in order to ascertain what roles education might play to assist in the development of basic skills that our nation's citizens can utilize to deal with the decisions and problems of daily living. The implications for the current structure of education to effectively plan for future prevention programs need to be explored. The development of strategies for designing and implementing comprehensive daily living education programs to include institutions and organizations such as the family, the church, parent-teacher groups and numerous others could have far-reaching impact on present efforts.

D. The Issues:

The issues relating to how the education system should respond to education for daily living experiences have been categorized into three broad areas:

* Governance and finance
* Opportunity and accountability
* Program

The governance and finance area is mainly self-explanatory. Here we are concerned with what changes, if any, in the current structure of the education system would be necessary if the system were to address itself more responsively to education for daily living experiences. The finance aspect of the issue raises the questions of the cost of an education system that is responsive to the problems of daily living, and who is going to pay for it.

The opportunity and accountability area can be translated as a question of feasibility, and how do we know what it is we are going to do in education for daily living experience and how will we know when we get there. Opportunity to move the education system toward a more responsive program of education for daily living experience is great, but so are the obstacles. What are the obstacles? How do we deal with them? What is the timing? Accountability raises the age-old problem of what is it that we are going to do and how will we know when we have done it. Here questions of the relationship of values to desired outcomes in education for daily living experiences comes forward as well as the problem of goal and objective establishment and the measurement of outcomes.

The program area deals with both the content of what we do or the education service we provide as education-for-daily-living experiences, as well as the delivery system (how we get the service to the student or user). Several program areas have been identified for discussion. The intent is to clarify the issues involved in each program area by: discussion of what the content/source of each program area should be - substance, goals, outcomes and methods for achieving the desired outcomes; and discussion of how the content/service is to be delivered (delivery system) to the student/user - school-based, community-based, media, mass media, etc.

E. Basic Assumptions

These basic assumptions are stated because it is acknowledged that not all people will agree with them:

1. That schools, home, church and other societal institutions are not now doing an adequate job of helping people achieve a satisfying life.

2. That societal institutions, and the public school in particular, have such an obligation, and further, that they can indeed do a better job of daily living.

3. That diversity in goals, aspirations and life styles is a cherished aspect of American life, and that national concern for preparing children for the challenge of daily living in no way suggests conformity.

4. That public school education in the United States is extremely complex, and changes are not easily effected.

5. That concern for the challenges of daily living, and especially for preparing young people to cope with those challenges, should not be construed as "adding a course" or "adding a course of study." The proliferation of content and courses is such that the additive process is no longer feasible.

6. That concern for the challenges of daily living is not a "neutral" concept. It involves values, emotions, attitudes and delicate topics, as well as knowledge and skill. National and local dialogue will be needed.

7. That teacher education and re-education is essential to deal adequately with the concept.

8. That a present and future orientation, building on the past, is essential.

9. That the concept is not new, but content and processes to implement the concept may need to be.

10. That schools cannot assume full responsibility for this aspect of education, but as a major societal institution affecting young people, must assume some responsibility.

11. That the major emphasis should be on positive approaches to dealing with challenges of daily living, rather than a narrow "problem-avoidance" approach.

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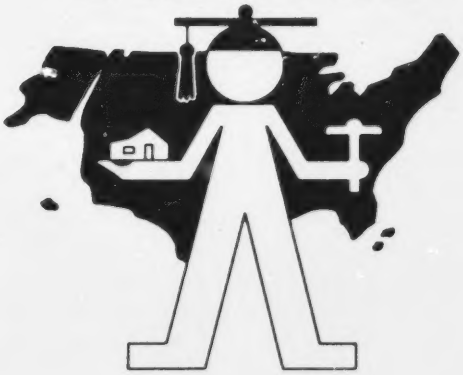

to Make a Living

EDUCATION TO MAKE A LIVING

A. General Session:

1. How can we provide the most effective education to help students of all ages develop and enhance their careers?

2. How broad is the concept of careers? Can education to make a living be separated from education to make a life?

3. Is preparation for careers the unique province of particular types of schools or institutions? Are any types of schools or institutions not relevant to career development?

4. Should preparation for careers be a local, state or national concern or all of these? If so, why? What are the unique concerns at each level? The common concerns?

5. What specifically should be the role of the states in enhancing education for careers and in helping to develop career opportunities? Are the states fulfilling this role? In what ways?

6. Does emphasis upon the career functions of education involve devaluation of humanistic learning and aesthetic appreciation? Should it?

B. Session 1. Social Needs:

1. To what extent should the manpower needs of society be taken into account in education planning?

2. Are social manpower needs more relevant to education planning at some education levels than at others? If so, which and how?

3. Are there dangers in relying too heavily on manpower needs projections in education planning and implementation? If so, what are these dangers? Do the dangers negate the desirability of taking manpower needs projections into account?

4. What are the advantages and limitations in short-range manpower projections? Long-range manpower projections?

5. How can we deal with surpluses of educated manpower? In what areas are such surpluses or seeming surpluses most acute? To what extent is the education in such areas desirable or necessary?

6. How can we deal with areas of educated manpower shortages? Are crash programs desirable? In what areas, if any, are shortages still acute?

7. What are or should be the roles of business and industry in determining education planning and strategy for effective career development? Of service organizations? Of the professions?

8. Are there unique problems in the health and health-related professions education in planning and implementation to meet social needs? Does the team approach to health care and services have unique implications for education for careers in these fields?

9. What is or should be the role of states, local communities, school systems, postsecondary institutions and the federal government in planning to meet the career and manpower needs of society?

C. Session 2. Student Needs:

1. Are or should we be concerned with career awareness and career needs of students of all ages?

2. To what extent are students of various ages concerned with the career relevance of their education? To what extent should they be?

3. How important is career awareness in younger students? How is or can such awareness be accomplished?

4. How can we adequately provide for career flexibility? For career change? For career renewal? How important are these?

5. Since careers are lifelong, is there a public responsibility to provide educational opportunity for career development, career change and career renewal whenever such opportunity is needed?

6. Are there particular problems and opportunities for career education of senior citizens? What are these and whose responsibility are they?

7. Does the emphasis upon the career functions of education call for a change in structure or role of adult and continuing education?

8. From the student standpoint, to what extent is there a danger that career emphasis may be used as a means of stereotyping individuals or a not-so-subtle means of reinforcing discrimination? Is this a valid concern? If so, how can it be overcome?

9. What is or should be the role of the arts and sciences in career preparation? Are the arts and sciences and skill preparation antithetical or complementary? What should be their relation in the broader concept of careers?

D. Session 3. Institutional and System Response:

1. How can the education system and institutions most effectively serve the career needs of students of all ages?

2. What are or should be the roles of various types and levels of institutions in career development: elementary schools, secondary schools, proprietary schools, community colleges, technical institutes, area vocational schools, senior colleges and universities?

3. What are or should be the relations among and between institutions, state agencies, business, industry and community service organizations in developing effective education for careers?

4. Is it possible or desirable to attempt to overcome problems of turfdom and interinstitutional and system conflicts in relation to education for career opportunities? If it is desirable, how can it most effectively be done?

5. Since education to make a living involves the full range of education, how can articulation to reinforce career development be encouraged at all levels and among all types of schools and institutions?

6. What are the implications for curricular and program development of career emphasis at various types of institutions and schools? To what extent does emphasis upon careers call for innovation and departure from traditional modes of school and institutional operation? For school, institutional and programmatic flexibility? For more liberal and rationalized transfer policies?

7. Does recognition of the importance of education to make a living call for a realignment or modified conceptual framework in the relations among the institutional, public service and research functions of colleges and universities?

8. What specifically could or should be done in addition to what is now being done to integrate education of adults and senior citizens concerned with education renewal, career change and improved professional and work competency into the basic programs of schools and postsecondary education institutions?

9. Does the changing range of education concern, as it relates to career development, raise new issues or underscore continuing issues of education consumer protection for schools and postsecondary institutions? If so, what and how can these be addressed?

E. Session 4. System Organization to Meet Career Needs:

1. What implications, if any, does the concern for articulation in the light of career needs of the various levels and types of education have for coordination, governance and structure?

2. How critical is comprehensive planning to insuring that the career needs of students of all ages and the manpower needs of society are being met or will be met? How comprehensive should such planning be? Who is responsible for such planning? A single board or agency? Multiple boards or agencies? Individual schools and school districts and separate institutions of postsecondary education? All of these?

3. How can the public concern, as well as system and institutional concerns, be most effectively reflected in planning and structure to meet the career functions of education? Should, in fact, public concern be reflected in structure as well as in planning?

4. How does, or will, the activation of 1202 commissions in the various states reinforce or inhibit effective articulation and planning in meeting the career functions of education? How does the question of "representation" on such commissions relate to the issue?

5. To what extent do effective planning and articulation for lifelong learning, adult and continuing education and education for senior citizens raise particular issues for organization and structure? Given leveling-off or decreasing enrollments of traditional school and college-age population and students, including increasing competition for students in postsecondary institutions, is there additional need for effective planning and articulation to avoid unlimited or unplanned competition for adult students, or should such unlimited competition be encouraged? Is a serious question of motivation and direction involved?

6. How specifically can the traditional rivalries between community colleges and vocational and technical institutes, including concern for duplication and overlap, be more effectively faced or handled? How can resources of each be most effectively used to meet current and anticipated needs in career development?

7. How can the resources of private and proprietary institutions be most effectively taken into account and utilized? What organizational implications does taking them into account raise? How can these be faced? To what extent does "taking them into account" involve questions of institutional independence and responsibility to public agencies?

Session 4.

8. How can the concerns of users, that is, business, industry, service organizations, etc.,be effectively reflected and taken into account in planning and organization for career development?

F. Session 5. Financing Education for Careers:

1. Does emphasis upon careers call for changed modes of financing? If so, what and how?

2. Who is responsible for financing adult and continuing education and lifelong learning? Should extension of lifelong learning be wholly self-supported (i.e. paid for by student participants), partially state supported, partially federally supported, or a combination of all three?

3. Can the states afford dual systems of postsecondary occupational education in vocational-technical institutes and community colleges? What implications do financing patterns have for more effective articulation? Is this dual system also reflected in secondary education?

4. How can the states' resources be most effectively utilized to enhance the range of career needs?

5. What, if any, are the implications of the report of the National Commission on the Financing of Postsecondary Education for the issues at hand?

6. What are the local, institutional, state and federal roles as they relate to financing education for careers at various types of schools and institutions?

7. How do the issues of aid to private education relate to financing of education for career development? To what extent does aid to private education involve state and federal control?

8. To what extent, if any, is there a responsibility on the part of business, industry, philanthropists, etc., for helping to finance education career development, particularly as related to specific types of preparation in skill areas?

G. Session 6. Accountability for Effective Career Development:

1. Given careers as the goal of education, how does this change the concept of accountability?

2. What is or should be the role of outcomes of education in such accountability? Does or should "outcomes" figure more centrally for some types of programs than for others? How broad should the concept of "outcomes" be?

3. How does performance-based teaching relate to career development?

4. How does competency evaluation of student progress relate to accountability? Is this desirable? Can education systems, schools and institutions so define their goals as to make competency evaluation feasible?

5. To whom are schools, institutions and systems accountable? If to a plurality of groups (legislative, general public, students, employers, etc.), do these call for different measures of accountability? If so, can the different measures be harmonized?

6. In the content of career development, for what are schools, institutions and systems accountable?

7. Does rising concern for consumer protection in education change the range and character of accountability? How are schools, institutions and systems accountable to students? What are student rights and responsibilities in this context?

8. On what should financial accountability, as it relates to career development, be based? Does financial accountability require pre-audit, post-audit, or both?

9. What is or should be the relation between accountability, comprehensive planning, articulation and structured organization?

H. Session 7. Program Development in Education for Careers:

1. In considering program developments, what are the implications of increasing emphasis upon lifelong learning, adult and continuing education, and education for senior citizens? Are we talking about extension and opening up of existing programs, or new departures and adaptation of programs to specific needs of adult and senior citizens?

2. What is or should be the relation of innovative programs to career development? Does career emphasis place new importance on dropping in and stopping out? External degree programs? Non-campus centered learning? Should we move in the direction of education assistance utilizable at any stage of a person's career?

3. What are the special concerns of minorities and the disadvantaged? Is emphasis upon careers a new form of discrimination? If not, how do we insure that the range of opportunities are open to all interested and potentially capable persons?

4. What are the problems of access uniquely related to career development? How can programs be developed to insure access and choice in careers?

5. What are the unique problems of the handicapped? How can these be overcome?

6. Does the emphasis upon careers change the emphasis upon the importance of counseling? How can adequate counseling at the various levels of education be insured? Who should counsel? Is there need for counseling centers and information clearinghouses not tied to specific school systems and institutions? If so, how can or should these be developed? What is or should be the role of business, industry, service organizations and community centers in the counseling process?

7. Are there additional major new program departures that are called for in the light of emphasis upon career development?

8. Does career development call for new methods of measuring competency? New standards of achievement? New means of evaluation of experience? What are these and how and by whom should they be developed?